

# Modified Academic Achievement Standards Teacher Directions ~ Spring 2011



Tennessee Comprehensive Assessment Program  
Modified Academic Achievement Standards ~ Grade 3–8  
Teacher Directions ~ Spring 2011



This manual is provided to assist in the administration of the TCAP Modified Academic Achievement Standards (MAAS). To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

Office of Assessment, Evaluation, and Research

(615) 741-0720

Tennessee Department of Education

TPS Complex–Hardison Building

1252 Foster Ave.

Nashville, TN 37243

Website: <http://www.state.tn.us/education/assessment>



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## TEST SECURITY AND THE LAW

### State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

### State Test Security Measures

The State will:

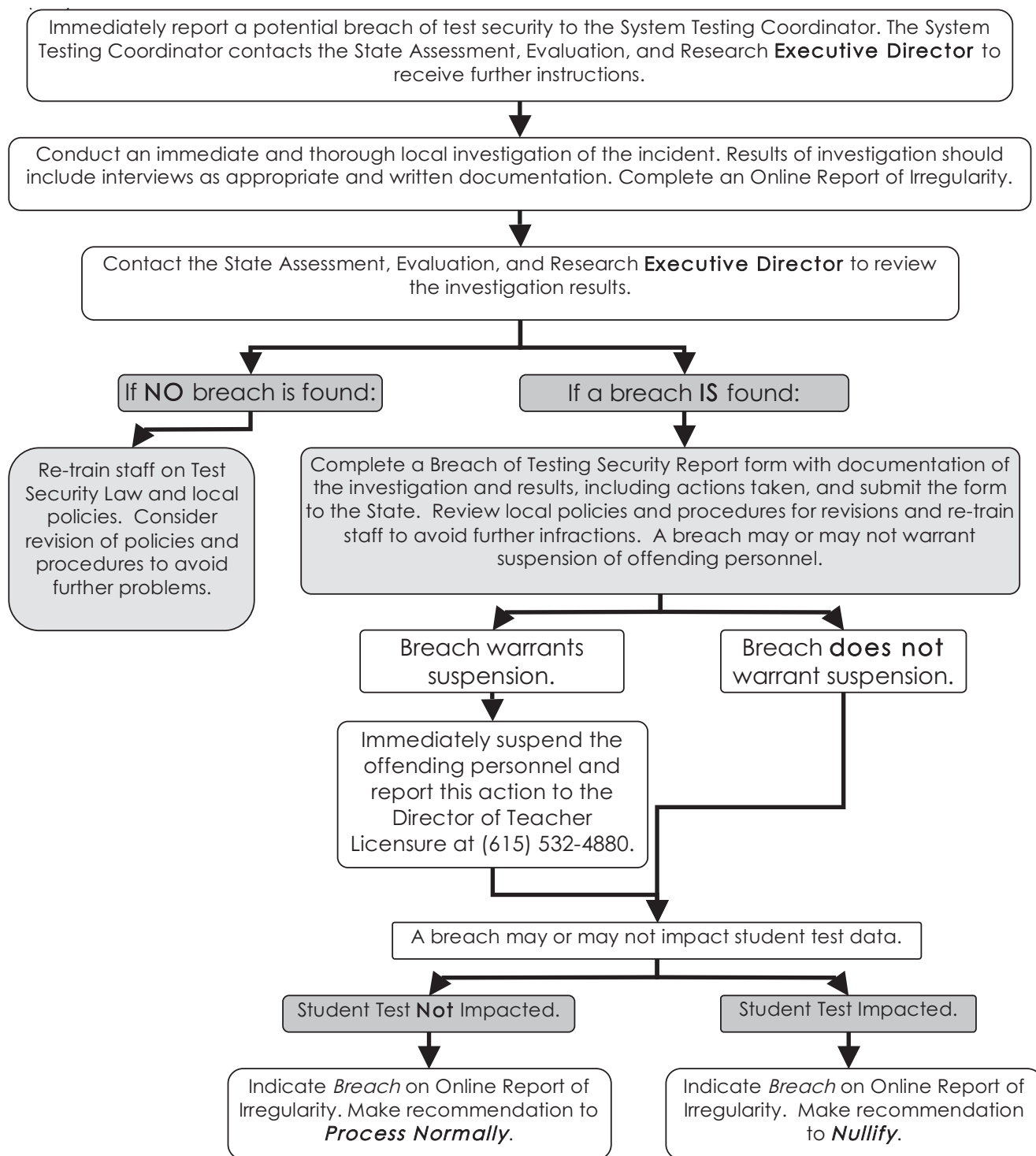
- Establish security guidelines to ensure the integrity of the testing process.
- Implement safeguards to ensure test content security.
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications.
- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels.
- Conduct random visits during testing to ensure test security and consistency of administration.
- Provide Breach of Testing Security Report Forms to document local test security concerns.
- Review submitted Breach of Testing Security Reports and follow up as needed.
- Release student-specific test data only to authorized personnel.

The Public School Systems, State Special, and Non-Public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
2. Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
4. Restrict handling of test materials to authorized personnel at all times.
5. Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing. Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.
6. Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located, locked room that is inaccessible to unauthorized persons.
7. Create a secure, yet positive, environment for testing. Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb—Testing in Progress).
8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.
9. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting.
10. Ensure proper calculator use as outlined in the *Test Administration Manual*, making sure that calculators are cleared before and after administration of each test.
11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
12. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
13. Require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the testing session.
14. Prohibit coaching students in any way during State assessments. Ensure students respond to test items without assistance from anyone.
15. Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.
16. Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from the test or paraphrased portions of the test may not be used to create study guides or classroom resources.
17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.
18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.
19. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

## Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Executive Director at (615) 741-0720.





Tennessee Department of Education

Assessment, Evaluation, and Research Division

Hardison Building

1252 Foster Avenue

Nashville, TN 37243

## Breach of Testing Security Report

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System \_\_\_\_\_ School \_\_\_\_\_

Test Administrator \_\_\_\_\_ Grade \_\_\_\_\_ Test Date \_\_\_\_\_

Report pertaining to (check one):

☐ Achievement ☐ Gateway/End of Course ☐ Writing ☐ MAAS/Alt-PA/ELSA

### Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Breaches of Test Security  
must be entered online as a  
Report of Irregularity.

Signature of Reporter \_\_\_\_\_ Date \_\_\_\_\_ Phone Number \_\_\_\_\_

System Level Testing Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature*

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

ED 5462  
Revised 8/09

**Breaches of Test Security must be entered online as a  
Report of Irregularity.**



# Message to Teachers

## *A Message to Teachers from the Tennessee Department of Education*

Because we know your time is valuable, we have designed the *MAAS Teacher Directions* to help you administer the test quickly and efficiently. A series of easy-to-follow steps will guide you as you organize testing materials, administer the tests, and return testing materials.

By following the guidelines in this manual, you can help ensure that the test is administered in a valid and equitable manner.

### **Header Change**

For the Achievement Program, the Group Information Sheet (GIS) has been replaced by the Test Administration Group (TAG) form. The TAG form will serve as a header and will be used to organize Individual Profile Reports (IPRs) and school and system summary reports. There is a limit of 49 answer documents per TAG form. The TAG ID number must be added to the answer documents before processing. The new TAG system will facilitate faster claiming of students for Teacher Effect.

# Before Testing

If you are missing test materials, see your Testing Coordinator.

## ANSWER SHEETS

Student accountability demographic information on each answer sheet must be complete for accurate reporting.

## CALCULATORS

The decision to use or not to use calculators is made at the school system level.

If you have any questions about using calculators for testing, contact your Testing Coordinator.

### STEP

## 1

## Check Your Test Materials

Check to be sure you have received the following materials.

If any materials are missing, notify the Testing Coordinator.

### PROVIDED FOR THE TEACHER

- ☐ *Teacher Directions*

### PROVIDED FOR EACH STUDENT

- ☐ test book
- ☐ answer sheet
- ☐ punch-out ruler for mathematics grades 3–5 only  
(to be separated prior to testing)

### ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT

#### (Not provided with test materials)

- ☐ No. 2 pencil with eraser
- ☐ extra eraser and extra pencils
- ☐ scratch paper for solving mathematics problems (graph paper is not allowed)

### OPTIONAL

- ☐ The use of approved calculators is permissible as per system policy

### TEST BOOKS

Test books and answer documents are color-coded for each grade. When distributing test materials to your students, make sure the test books and answer documents are the same color. Colors for each grade are as follows:

Grade 3—red; Grade 4—purple; Grade 5—aqua;  
Grade 6—dark blue; Grade 7—green; Grade 8—rust.

**STEP****2**

## Working with Proctors

Proctors shall serve as additional monitors to help the Test Administrator ensure that testing occurs in a fair and ethical manner. Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room
- ☐ separate punch-out rulers for grades 3–5 (Do not return rulers to state.)
- ☐ distribute test materials
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session

Only school employees should return test materials to the Building Testing Coordinator.

**STEP****3**

## Organize Your Classroom

- ☐ Plan for the distribution of calculators for the mathematics content only (as per system policy).
- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Conceal all instructional or reference materials in the test setting that are related to the content area being assessed (e.g., maps, posters, student samples, bulletin board items).
- ☐ Eliminate distractions such as bells or telephones.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.
- ☐ No music of any kind can be played during testing.

**STEP****4**

## Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- ☐ Remind students that it is normal to be somewhat anxious before the test.
- ☐ Remind students to carefully listen to and read all directions.
- ☐ Remind students to rule out answer choices that they know are incorrect and then choose from those that remain.

## Plan to Use Standard Testing Procedures

To ensure that test results are valid, reliable, and equitable, standardized tests must be administered using standard testing procedures. These procedures include exact directions, time limits, and the order in which subtests must be given. It is very important that these standard testing procedures be followed, and that any deviations from standard testing conditions be documented so that scores may be interpreted appropriately.

### TEST-TAKING MECHANICS

Be sure students understand the directions and how to mark answers. Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering.

Be sure students use a No. 2 pencil. Remind students to fill in only the circle that goes with the answer they choose. The circle must be filled completely. Tell students to erase all stray pencil marks and to make all erasures complete.

Students must mark only **one** response for a question and erase completely any response they do not want.

### INVALIDATION OF TESTS

Special circumstances, interruptions, or distractions that affect individual or group performance can invalidate test results.

Students who mark randomly will be processed normally. Do not fill out a Report of Irregularity for random marking situations.

If you are not certain about how to treat a particular situation, consult your Testing Coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

## Coding Instructions for Grades 3–8

**Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.**

In order to assist in the delivery of test and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents. Pre-ID is available to public schools only.


All pre-coded answer documents will have a barcode in the pre-ID area on the bottom left corner of the answer document. There will be enough information in the pre-ID area to give each student the appropriate answer document. You can use a pre-ID answer document only for the student listed on the barcode.

**You must make sure that each student receives the correct pre-ID answer document! Failure to do so may result in students receiving incorrect scoring and reporting.**

**If the answer document has a pre-ID barcode, do not bubble any of the pre-ID fields. Do not make demographic corrections on pre-ID answer documents. Corrections must be made online in PearsonAccess.**

The pre-ID fields are:

- 1- Name
- 2- Ethnic Origin
- 3- Birth Date
- 4- Unique Student ID
- 9- Gender

LAST, FIRST X		
Student # ****6789	Grade: 05	
DOB: 01/01/1901	Gender: M	Ethnicity: C
System: MY DISTRICT NAME		
School: MY SCHOOL NAME		
12345-1234		
		
123456789-9		

For answer documents with pre-ID barcodes, bubble the relevant data fields with dark headings only (Test Version, Membership Data, Code A or B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Format Test, Special Accommodations). If your system uploaded all the optional fields, then this step may not be necessary. Check with System Testing Coordinator.

If a student does not have a pre-ID answer document, a blank answer document must be used with all necessary demographic information bubbled.

Follow the coding instructions for any blank answer documents that need to be bubbled or any data fields being collected on the answer document.

- ☐ Ensure student demographic information is properly marked.
  - use a No. 2 pencil to make dark solid marks that fill the circle completely
  - make no stray marks
  - marking more than one circle in each column will invalidate the coding
  - erase changes completely

**Coding instructions for Grades 3–8. Fields denoted with “\*” are pre-ID fields.**

- 1\* **Name:** (Do not bubble on pre-ID answer document.) Print the student’s full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
- 2\* **Ethnic Origin:** (Do not bubble on pre-ID answer document.) Fill in the one circle that best represents the student’s ethnic origin.
- 3\* **Birth Date:** (Do not bubble on pre-ID answer document.) Write the date of birth in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0). (Note: A century bubble has been added to the *Birth Date Year* field.)
- 4\* **Unique Student ID (USID):** (Do not bubble on pre-ID answer document.) The USID, which is obtained from the EIS system, must be printed and the corresponding circles filled in below each number on the answer document. If the number has fewer than nine digits, use leading zeros. Non-public schools/facilities will not have EIS-generated numbers.
- 5 **Test Version:** Fill in the corresponding circle for the version of the test booklet used by each student. Note: Incorrectly completing this circle may impact a student’s score. On the first day of testing, have students put their names on their test booklets.
- 6 **TAG ID:** Bubble the TAG ID number from the TAG form on each answer document placed under the TAG form.
- 7 **Test Administrator, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Note: The complete Test Administrator name (last name, space, first name) is required for reporting. The Test Administrator’s name must be written exactly as it appears on the TAG form.

- 8\* **Instructional Availability:** Fill in only one of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

For Traditional schedules, select from among the following:

- ☐ 150 days or more
- ☐ 75–149 days
- ☐ 74 days or fewer

For Modified schedules, select from among the following:

- ☐ 75 days or more
- ☐ 38–74 days
- ☐ 37 days or fewer

- 9\* **Gender:** (Do not bubble on pre-ID answer document.) Fill in the appropriate circle.

- 10 **Optional Codes:** Do not make any marks or fill in any bubbles in this area (Optional Codes) without permission from the Office of Assessment, Evaluation, and Research.

- 11 **Membership:** Fill in the circle corresponding to the student's enrollment. These data are gathered for AYP Accountability.

- ☐ 1 The student **HAS BEEN** continuously enrolled in this school at some point in the 1st reporting period.
- ☐ 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
- ☐ 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district at some point in the 1st reporting period.
- ☐ 4 The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.

- 12 **Code A or B (All schools complete this information):** Fill in the appropriate circle for each child in every school.

- ☐ Code A: ELIGIBLE for free or reduced price lunch
- ☐ Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state-mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

- 13 **Absentee Status:**

- ☐ Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.



- “Absent” should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.
  - “Absent” should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).
  - If the student makes up ANY part of the test, erase the Absent bubble completely.
- 14 **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.
- 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan.
  - Gifted: Fill in the corresponding circle if the student qualifies as gifted.
  - Functionally Delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. Functionally Delayed is not an IDEA recognized category. Functionally Delayed students are **NOT** counted as Special Education for AYP. (Do not bubble special education hours.).
  - Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
  - Home School: Fill in the corresponding circle if the student qualifies as a Home School student who is tested.
- 15 **State Use Only:** Do not write in this box unless instructed to do so by direct communication from the state.
- Homebound coding for grades 3–8: Bubble “B1.”
- 16 **Title I (Only schools receiving Title I funds complete this information):**
- SWP—Schoolwide Programs: Fill in the corresponding circle for each student in the Title I schoolwide project school.
  - TAS—TAS—Targeted Assisted Schools: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.
- 17 **ESL Services:** In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. School, he/she may be exempted from participation in the Reading/ Language Arts content area of the TCAP Achievement Test. A recently arrived ELL student must participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test. Fill in the appropriate circle (only one) to indicate the student’s testing status.
- ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL. Note: Not all ELL students are ELL Excluded.
  - T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified

as ELL based on the Test of English Fluency and scored fluent English proficient or above on all subtests of the Test of English Fluency.

- ☐ Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year. T1 and T2 students do not qualify for ELL accommodations.
- ☐ Transitional ELL students are exited from monitoring following the second successful year in which they score proficient or above on the state-mandated language proficiency assessment.
- ☐ ELL Excluded: Fill in this circle only if the student qualifies for ELL Excluded and is in the first year of enrollment (less than 365 days) in a U.S. school.

18 **ELL Accommodations:** Fill out ELL Accommodations for students who qualify according to State Criteria. Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document. T1 and T2 students are not eligible for ELL Accommodations.

- ☐ Q extended time
- ☐ R bilingual dictionary
- ☐ S read aloud **in English** internal **test instructions verbatim**
- ☐ T read aloud **in English** internal **test items verbatim**

19 **Special Education:** Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services. Do not code special education hours for Functionally Delayed students or students with a 504 service plan.

- ☐ Less than 4 hours per week
- ☐ 4–22 hours per week
- ☐ 23 or more hours per week

20 **Modified Format Test:** Fill in the circle corresponding to the modified format used. **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.

- ☐ ELSA
- ☐ Braille/Audio
- ☐ Large Print

21 **Special Accommodations for grades 3–8 (According to State Criteria):**

Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or the number of Special Education hours received is darkened on the answer document.

- A Extended Time
- B Read Aloud Internal Test Instructions/Items
- C Prompting Upon Request
- D Interpreter Signs/Cues
- E Manipulatives
- F Assistive Technology
- G Calculator
- H Scribe (H does not appear on the answer document since it is an allowable accommodation)
- I Unique Accommodations

Important note: Scribe is an Allowable accommodation (not Special Accommodation) for the TCAP Achievement /ELSA Test.

Student accountability demographic information on each answer sheet must be complete for accurate reporting.

## Student Accountability Demographic Information

1 DO NOT TEAR HERE										If document is pre-coded shaded fields will not be scanned.											
LAST NAME			FIRST NAME			MI	2 ETHNIC ORIGIN			3 BIRTH DATE			4 UNIQUE STUDENT ID			5 EST. VERSION			6 TAG ID		
						<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian <input type="radio"/> Black or African American <input type="radio"/> Hispanic/Latino <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> White			Month Day Year <input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec			1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100			1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100			1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100			
						<b>8 INSTRUCTIONAL AVAILABILITY</b> To be completed by school personnel ONLY Traditional <input type="radio"/> 150 days or more <input type="radio"/> 75-149 days <input type="radio"/> 74 days or fewer Modified <input type="radio"/> 75 days or more <input type="radio"/> 38-74 days <input type="radio"/> 37 days or fewer			<b>9 GENDER</b> <input type="radio"/> Female <input type="radio"/> Male			<b>10 OPTIONAL CODES</b> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100			<b>7</b> TEST ADMINISTRATOR SYSTEM NAME SCHOOL NAME						
						<b>11 MEMBERSHIP</b> <input type="radio"/> 1 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 4			<b>12 CODE A B</b> <input type="radio"/> Code A <input type="radio"/> Code B			<b>13 ABSENTEE STATUS</b> <input type="radio"/> Absent			<b>14 OTHER PROGRAMS</b> <input type="radio"/> 504 Service Plan <input type="radio"/> Gifted <input type="radio"/> Functionally Delayed (Do not bubble Sp. Ed. hours) <input type="radio"/> Migrant <input type="radio"/> Home School			<b>15 STATE USE ONLY</b> <input type="radio"/> A1 <input type="radio"/> B1 <input type="radio"/> C1 <input type="radio"/> A2 <input type="radio"/> B2 <input type="radio"/> C2 <input type="radio"/> A3 <input type="radio"/> B3 <input type="radio"/> C3 <input type="radio"/> A4 <input type="radio"/> B4 <input type="radio"/> C4			
						<b>16 ESL SERVICES</b> Choose Only One: <input type="radio"/> ELL Excluded <input type="radio"/> T1 <input type="radio"/> ELL <input type="radio"/> T2			<b>17 TITLE I</b> <input type="radio"/> Title I SWP (Schoolwide Programs) <input type="radio"/> Title I TAS (Targeted Assisted Schools)			<b>18 SPECIAL EDUCATION</b> <input type="radio"/> Special Education Services (less than 4 hours per week) <input type="radio"/> Special Education Services (4 through 22 hours per week) <input type="radio"/> Special Education Services (23 or more hours per week)			<b>19 SPECIAL ACCOMMODATIONS</b> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I						
						<b>20 MODIFIED FORMAT TEST</b> <input type="radio"/> Large Print			<b>21</b>			<b>22</b>			<b>23</b>						

TCAP Pre-ID

## STEP

## 7

### Administer the Test

Specific directions for the test begin on the following page. Be sure to review the test directions in advance.

The following symbols are used throughout the specific directions:

*Information that is only for you and is not to be read aloud is printed in this type style.*

**SAY**

The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type. Test directions that are read aloud to students should be read exactly as written.



This symbol accompanies anything concerning the timing of the test.

- ☐ Remind students to look for and answer every question on each page.
- ☐ Tell students that each content area test is identified by name at the bottom of each page.
- ☐ Remind students that they must mark answers **ONLY** in the spaces provided on the answer sheet. Stray pencil marks on the answer document will delay processing of the test materials.
- ☐ If materials with manufacturing defects are discovered during testing, notify the Building Testing Coordinator.

# Test Directions for Grade 3



**Pages 18–33 should be used for administering  
the test to 3rd grade students.**

# TCAP Modified Academic Achievement Standards Test Administration Time Grade 3

Tests should be administered according to the specific directions, except as required for students with accommodations.

The time limits are generous and allow most students time to finish.

ACTIVITY/TEST	TESTING TIME
<input type="checkbox"/> Fill In Student Accountability Demographic Information	
<input type="checkbox"/> Before beginning the test, make sure students put their names on their test books and make sure they bubble the <u>version number</u> on their answer documents.	
<input type="checkbox"/> Reading/Language Arts, Part 1	69 minutes
<i>Break</i>	
<input type="checkbox"/> Reading/Language Arts, Part 2	67 minutes
<input type="checkbox"/> Mathematics, Part 1	53 minutes
<i>Break</i>	
<input type="checkbox"/> Mathematics, Part 2	51 minutes
<input type="checkbox"/> Science, Part 1	53 minutes
<i>Break</i>	
<input type="checkbox"/> Science, Part 2	51 minutes
<input type="checkbox"/> Social Studies, Part 1	53 minutes
<i>Break</i>	
<input type="checkbox"/> Social Studies, Part 2	51 minutes

## Directions for Administering Reading/Language Arts

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY**

Open your test books to Page 1 in Reading/Language Arts. Be sure to stay on the pages that say “Reading/Language Arts” at the bottom of the page.

Find the Reading/Language Arts section on your answer sheet.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box on the Reading/Language Arts section of the answer document.

Fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

### ☐ SAMPLE A

**SAY**

Read Sample A of the Reading/Language Arts Test. Mark your answer for Sample A on your answer sheet in the shaded box of the Reading/Language Arts section. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*Discuss Sample A with the students after they have had time to complete it. The correct answer is choice B.*

#### Sample A

When Pat came home from school, she put away her backpack, ate an apple, played with her little brother, and then finished her homework.

What did Pat do last?

- A played with her little brother
- B finished her homework
- C ate an apple

*Sample A for  
Grade 3*

□ **SAMPLE B — Grade 3**

**SAY** Read Sample B of the Reading/Language Arts Test. Mark your answer for Sample B on your answer sheet in the shaded box of the Reading/ Language Arts section. Stop when you have finished Sample B.

*Give students time to do Sample B.*

*Do not read the sample aloud.*

*Discuss Sample B with the students after they have had time to complete the question. The correct answer for sample B is choice F.*

*Sample B for  
Grade 3*

**Sample B**

Read the sentence.

The dog chased the red ball.

Which underlined word is the simple subject?

- F dog
- G chased
- H ball

**PART 1**

Grade 3 — 69 minutes

□ **QUESTIONS 1 THROUGH 33**

**SAY** Now you will do Numbers 1 through 33 in Part 1 of Reading/ Language Arts.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 1. Do not go on to Part 2.

You may go back over Part 1 of Reading/Language Arts and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 69 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*



**RECORD THE  
STARTING TIME:**

**ADD 69 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 69**

Proceed to the next section  
if all students complete a  
timed section early.



*At the stopping time,*

**SAY**

**Stop. This is the end of Reading/Language Arts, Part 1. We will take a break now.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

**PART 2**

Grade 3 — 67 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure the students' names are on the test books and the version numbers are bubbled on the answer documents.*

**□ QUESTIONS 34 THROUGH 66**

**SAY**

**Open your books to Part 2 of Reading/Language Arts.**

**Find Page 22. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY**

**Now you will do Numbers 34 through 66. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.**

**You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.**

**Are there any questions?**

*When you are sure that all students understand the directions, continue.*

**SAY**

**You will have 67 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

**You may begin.**

*Record the starting and stopping times for Part 2.*

READING/  
LANGUAGE ARTS  
GRADE 3

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.



RECORD THE  
STARTING TIME:

ADD 67 MINUTES:

RECORD THE  
STOPPING TIME:

+ 67

*At the stopping time,*



**Stop. This is the end of Reading/Language Arts, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator after the testing session.*

## Directions for Administering Mathematics

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents. Each student should have scratch paper, a punch-out ruler, and a calculator (as per system policy) before test materials are distributed. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED TO THE STATE. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Open your test books to Mathematics.

Find Page 45.

Be sure to stay on the pages that say “Mathematics” at the bottom of the page.

Now find the Mathematics section on your answer sheets.

**SAY** Put your name on the extra paper I gave you. You may use the extra paper to work the mathematics problems. Remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may ask you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box on the Mathematics section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLES A AND B

**SAY** Do Samples A and B, beginning on the first page of the Mathematics test. Use your ruler to help you solve Sample B. Mark your answers for Samples A and B on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.

The use of approved calculators is permissible on the mathematics content area of the MAAS as per system policy. If you have questions about the calculator policy, contact the testing coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Give students time to answer Samples A and B.

Do not read the samples aloud.

Discuss Samples A and B with the students after they have had time to complete them. The correct answer for Sample A is choice B and the correct answer for Sample B is choice H.

Samples A and B for Grade 3.

**Sample A**

Linda has 2 sweaters. Each sweater has 6 buttons. How many buttons do the sweaters have in all?

- A 14
- B 12
- C 8

**Sample B**



Use the centimeter side of your ruler to help you solve this problem.

How long is the sea horse from top to bottom? Mark your answer.



- F 4 centimeters
- G 6 centimeters
- H 7 centimeters

**PART 1**

Grade 3 — 53 minutes

☐ **QUESTIONS 1 THROUGH 31**



Now you will do Numbers 1 through 31 in Part 1 of Mathematics.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Mathematics, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Mathematics and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 53 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Look at the next page in your test books. You may begin.

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Proceed to the next section if all students complete a timed section early.

Record the starting and stopping times for Part 1.



RECORD THE  
STARTING TIME:

ADD 53 MINUTES:

RECORD THE  
STOPPING TIME:

+ 53

MATHEMATICS  
GRADE 3

At the stopping time,

**SAY**

Stop. This is the end of Mathematics, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have the students close their books and take a short break.

Ask students to put their names on their test books and to bubble their version numbers on the answer documents.

## PART 2

Grade 3 — 51 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, calculator (as per system policy), and punch-out ruler.

Before collecting the tests, make sure the students' names are on the test books and version numbers are bubbled on the answer documents.

### □ QUESTIONS 32 THROUGH 61

**SAY**

Open your books to Part 2 of Mathematics.

Find Page 68. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY**

Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

**SAY**

You will have 51 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

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Record the starting and stopping times for Part 2.



RECORD THE  
STARTING TIME:

\_\_\_\_\_

ADD 51 MINUTES:

+ 51

\_\_\_\_\_

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

At the stopping time,



**Stop. This is the end of Mathematics, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Put your rulers on your desks. DO NOT put your rulers or extra paper in your test books or answer sheets.**

*The punch-out rulers should NOT be returned to the state. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*



**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils, scratch paper, rulers) inside their answer sheets.

## Directions for Administering Science

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY** Open your test books to Science.

Find Page 91.

Be sure to stay on the pages that say “Science” at the bottom of the page.

Now find the Science section on your answer sheets.

**SAY** We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Science section of the answer sheet.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Do Sample A on the first page of the Science test. Mark your answer for Sample A on your answer sheet in the shaded box of the Science section. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.*

**Directions** Read the sample and mark the correct answer.

**Sample A** Some students want to know which types of birds live near their school. Which activity will best help the students answer this question?

- A** reading a story about birds
- B** finding out what birds eat
- C** observing birds outside their classroom

*Sample A for  
Grade 3*

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

**PART 1**

Grade 3 — 53 minutes

☐ **QUESTIONS 1 THROUGH 31**

Now you will do Numbers 1 through 31 in Part 1 of Science.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Science, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**For Grade 3**

You will have 53 minutes to do Science, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*

**RECORD THE  
STARTING TIME:****ADD 53 MINUTES:****RECORD THE  
STOPPING TIME:****+ 53**

*At the stopping time,*



Stop. This is the end of Science, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

**PART 2**

Grade 3 — 51 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure the students' names are on the test books and version numbers are bubbled on the answer documents.*



□ QUESTIONS 32 THROUGH 61

**SAY** Open your books to Part 2 of Science.

Find Page 114. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

### For Grade 3

**SAY** You will have 51 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 51 MINUTES:

RECORD THE  
STOPPING TIME:

+ 51

*At the stopping time,*

**SAY** Stop. This is the end of Science, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

SCIENCE  
GRADE 3

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

### Directions for Administering Social Studies

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.



**Open your test books to Social Studies.**

**Find Page 135.**

**Be sure to stay on the pages that say “Social Studies” at the bottom of the page.**

**Now find the Social Studies section on your answer sheets.**



**We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Social Studies section of the answer document.**

**Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.**

#### ☐ **SAMPLE A**



**Now do Sample A on the first page of the Social Studies test. Mark your answer for Sample A on your answer sheet in the shaded box of the Social Studies section. Stop when you have finished Sample A.**

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.*

**Directions** Use the map below to answer Sample A.



*Sample A for  
Grade 3*

**Sample A** Which number on the map marks Australia?

- A 1
- B 2
- C 3

**PART 1**

Grade 3 — 53 minutes

☐ **QUESTIONS 1 THROUGH 31**

**SAY** Now you will do Numbers 1 through 31 in Part 1 of Social Studies.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Social Studies, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Social Studies and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 53 minutes to do Social Studies, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*

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Proceed to the next section  
if all students complete a  
timed section early.



RECORD THE  
STARTING TIME:

ADD 53 MINUTES:

RECORD THE  
STOPPING TIME:

+ 53

*At the stopping time,*

**SAY**

**Stop. This is the end of Social Studies, Part 1. We will take a break now.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.**

*At the stopping time, have the students close their books and take a short break.*

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

## **PART 2**

Grade 3 — 51 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure students' names are on the test books and version numbers are bubbled on the answer documents.*

### **□ QUESTIONS 32 THROUGH 61**

**SAY**

**Open your books to Part 2 of Social Studies.**

**Find Page 160. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

**SAY**

**Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Social Studies, Part 2.**

**You may go over Part 2 to check your answers, but do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.**

**Are there any questions?**

*When you are sure that all students understand the directions, continue.*

**SAY**

You will have 51 minutes to do Social Studies, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 51 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 51

\_\_\_\_\_

*At the stopping time,*

**SAY**

Stop. This is the end of Social Studies, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

**SOCIAL STUDIES  
GRADE 3**

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

# Test Directions for Grades 4–5



**Pages 35–54 should be used for administering  
the test to students in grades 4 and 5.**

# TCAP Modified Academic Achievement Standards Test Administration Time Grades 4 and 5

ACTIVITY/TEST	TESTING TIME
<input type="checkbox"/> Fill In Student Accountability Demographic Information	
<input type="checkbox"/> Before beginning the test, make sure students put their names on their test books and make sure they bubble the <u>version number</u> on their answer documents.	
<input type="checkbox"/> Reading/Language Arts, Part 1 <i>Break</i>	69 minutes
<input type="checkbox"/> Reading/Language Arts, Part 2	67 minutes
<input type="checkbox"/> Mathematics, Part 1 <i>Break</i>	47 minutes
<input type="checkbox"/> Mathematics, Part 2	46 minutes
<input type="checkbox"/> Science, Part 1 <i>Break</i>	48 minutes
<input type="checkbox"/> Science, Part 2	47 minutes
<input type="checkbox"/> Social Studies, Part 1 <i>Break</i>	47 minutes
<input type="checkbox"/> Social Studies, Part 2	45 minutes

Tests should be administered according to the specific directions, except as required for students with accommodations.

The time limits are generous and allow most students time to finish.

# Reading/Language Arts Grades 4–5

Grades 4 and 5

Part 1—69 minutes

Part 2—67 minutes

## Directions for Administering Reading/Language Arts

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY**

Open your test books to Page 1 in Reading/Language Arts. Be sure to stay on the pages that say “Reading/Language Arts” at the bottom of the page.

Now open your answer sheets and find the Reading/Language Arts section.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Reading/Language Arts section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY**

Read the Directions and the Sample Passage on Page 1 of the Reading/Language Arts test. Mark your answer in the shaded box of the Reading/Language Arts section. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

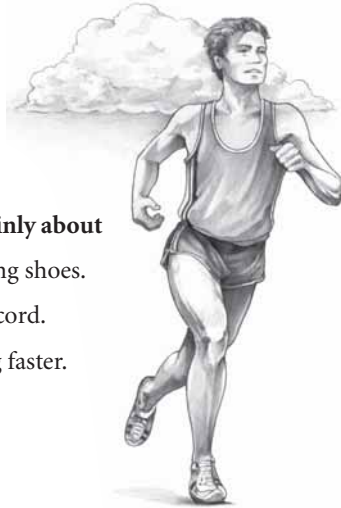
*Discuss Sample A with the students after they have had time to complete it. The correct answer is choice C.*



**Directions** Read the passage. Then do Sample A.

**Sample Passage**

Runners are getting faster all the time. Roger Bannister of Great Britain set a world record in 1954 when he ran a mile in just under four minutes. Since then, however, with more specialized training and improved shoes, runners have covered the same distance in even less time.



*Sample A for  
Grades 4 and 5*

**Sample A** This passage is mainly about

- A** a pair of running shoes.
- B** a new world record.
- C** people running faster.

☐ **SAMPLES B AND C**

**SAY** Turn the page in your test books. Then read the Directions and do Samples B and C. Mark your answers for Samples B and C on your answer sheet in the shaded box of the Reading/Language Arts section. Stop when you have finished Samples B and C.

*Give students time to answer Samples B and C.*

*Do not read the samples aloud.*

*Discuss Samples B and C with the students after they have had time to complete them. The correct answer for Sample B is choice G and the correct answer for Sample C is choice A.*

*Samples B and  
C for Grades 4  
and 5*

**Directions** A student wrote the following paragraph. It contains mistakes. Read the paragraph. Then do Samples B and C.

(1) Last night I will make dinner for my father's birthday. (2) After we ate, we talked about the trip we will be taking in December. (3) We are planning to visit my grandmother. (4) She lives far away, and we haven't seen her in a long time.

**Sample B** Choose the best way to write Sentence 1.

- F Last night I make dinner for my father's birthday.
- G Last night I made dinner for my father's birthday.
- H correct as is

**Sample C** Read this sentence.

I was nervous about preparing all the food, but everything was fine.

Where should this sentence be placed in the paragraph?

- A after Sentence 1
- B after Sentence 2
- C after Sentence 3

## PART 1

Grades 4–5 — 69 minutes

### □ QUESTIONS 1 THROUGH 33



Now you will do Numbers 1 through 33 in Part 1 of Reading/Language Arts.

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Reading/Language Arts, Part 1.

You may go back over Part 1 of Reading/Language Arts and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 69 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

Proceed to the next section  
if all students complete a  
timed section early.

Record the starting and stopping times for Part 1.



RECORD THE  
STARTING TIME:

ADD 69 MINUTES:

RECORD THE  
STOPPING TIME:

+ 69

READING/  
LANGUAGE ARTS  
GRADES 4 & 5

At the stopping time,

**SAY**

Stop. This is the end of Reading/Language Arts, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

## PART 2

Grades 4–5 — 67 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure students' names are on the test books and version numbers are bubbled on the answer documents.*

### □ QUESTIONS 34 THROUGH 66

**SAY**

Open your books to Part 2 of Reading/Language Arts.

**For grade 4 and grade 5**

**SAY**

Find Page 30. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY**

Now you will do Numbers 34 through 66. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

**Are there any questions?**

*When you are sure that all students understand the directions, continue.*

**SAY**

You will have 67 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

*Record the starting and stopping times for Part 2.*



RECORD THE STARTING TIME:	ADD 67 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 67 _____	_____

*At the stopping time,*



**Stop. This is the end of Reading/Language Arts, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

## Directions for Administering Mathematics

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents. Each student should have scratch paper, a punch-out ruler, and a calculator (as per system policy) before test materials are distributed. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED TO THE STATE. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Open your test books to Mathematics.

**For grade 4**

**SAY** Find Page 57.

**For grade 5**

**SAY** Find Page 55.

Be sure to stay on the pages that say “Mathematics” at the bottom of the page.

Now find the Mathematics section on your answer sheets.

**SAY** Put your name on the extra paper I gave you. You may use the extra paper to work the mathematics problems. Remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may ask you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Mathematics section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

The use of approved calculators is permissible on the mathematics content area of the MAAS as per system policy. If you have questions about the calculator policy, contact the testing coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

□ SAMPLES A, B, AND C

For grade 4

**SAY** Do Samples A and B beginning on the first page of the Mathematics test. Mark your answer for Samples A and B on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.

*Give students time to answer Samples A and B.*

*Do not read the samples aloud.*

*Discuss Samples A and B with the students after they have had time to complete them. The correct answer for Sample A is choice C, the correct answer for Sample B is choice F.*

*Samples A and  
B for Grade 4*

**Directions** Work Samples A and B.

**Sample A**  $68 \times 12 =$

- A 204
- B 806
- C 816

**Sample B**



Steve spent exactly \$7.04 on two sale items. Which two sale items have a total cost of exactly \$7.04?

- F clay and glue
- G glitter and glue
- H glitter and paint

For grade 5

**SAY** Do Samples A, B, and C beginning on the first page of the Mathematics test. Use your ruler to help you answer Sample C. Mark your answer for Samples A, B, and C on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.

*Give students time to answer Samples A, B, and C.*

*Do not read the samples aloud.*

*Discuss Samples A, B, and C with the students after they have had time to complete them. The correct answer for Sample A is choice C, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice A.*

**Directions** Work Samples A and B. Then work Sample C.

**Sample A** Solve:  $270 \div 5 =$

- A 50
- B 53
- C 54

**Sample B**



Steve spent about \$10.00 on two sale items. Which two sale items have a total cost of about \$10.00?

- F clay and glue
- G glitter and clay
- H glitter and paint

*Samples A,  
B, and C for  
Grade 5*

**Sample C**



Use the inch side of your ruler to help you solve this problem.

Which of these bracelets is closest to  $3\frac{1}{2}$  inches long?

- A
- B
- C

**PART 1**

Grades 4–5 — 47 minutes

☐ **Questions 1 through 31**



Now you will do Numbers 1 through 31 in Part 1 of Mathematics.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Mathematics, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Mathematics and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**For Grades 4–5**



You will have 47 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Look at the next page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*



RECORD THE  
STARTING TIME:

ADD 47 MINUTES:

RECORD THE  
STOPPING TIME:

+ 47

*At the stopping time,*



Stop. This is the end of Mathematics, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*At the stopping time, have the students close their books and take a short break.*

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*



*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, calculator (as per system policy), and punch-out ruler.*

*Before collecting the tests, make sure students' names are on test books and version numbers are bubbled on the answer documents.*

□ QUESTIONS 32 THROUGH 61

**SAY** Open your books to Part 2 of Mathematics.

**For grade 4**

**SAY** Find Page 78.

**For grade 5**

**SAY** Find Page 80.

Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 46 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 46 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 46

\_\_\_\_\_

\_\_\_\_\_

Proceed to the next section  
if all students complete a  
timed section early.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils, scratch paper, rulers) inside their answer sheets.

*At the stopping time,*



**Stop. This is the end of Mathematics, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Put your rulers on your desks. DO NOT put your rulers or extra paper in your test books or answer sheets.**

*The punch-out rulers should NOT be returned to the state. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*



**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

## Directions for Administering Science

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY** Open your test books to Science.

**For grade 4**

**SAY** Find Page 103.

**For grade 5**

**SAY** Find Page 101.

Be sure to stay on the pages that say “Science” at the bottom of the page.

Now find the Science section on your answer sheets.

**SAY** We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Science section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Now do Sample A on the first page of the Science test. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*For grade 4 the correct answer for Sample A is C.*

*For grade 5 the correct answer for Sample A is C.*

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Sample A for  
Grade 4

**Directions** Read the sample and mark the correct answer.

**Sample A** Some students want to know which types of birds live near their school. Which activity will best help the students answer this question?

- A** reading a story about birds
- B** finding out what birds eat
- C** observing birds outside their classroom

Sample A for  
Grade 5

**Directions** Read the sample and mark the correct answer.

**Sample A** A student wants to know if iron nails will form more rust in salt water than in tap water.

Which experiment would best answer this question?

- A** place two nails in the same jar of tap water
- B** place two nails in a jar of cold salt water
- C** place one nail in a jar of tap water and one nail in a jar of salt water

## PART 1

Grades 4–5 — 48 minutes

### □ QUESTIONS 1 THROUGH 31



Now you will do Numbers 1 through 31 in Part 1 of Science.

Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Science, Part 1.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 48 minutes to do Science, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*



RECORD THE  
STARTING TIME:

ADD 48 MINUTES:

RECORD THE  
STOPPING TIME:

+ 48

*At the stopping time,*

**SAY** Stop. This is the end of Science, Part 1. We will take a break now.

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.**

*At the stopping time, have the students close their books and take a short break.*

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

SCIENCE  
GRADES 4 & 5

## **PART 2**

Grades 4–5 — 47 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure students' names are on the test books and version numbers are bubbled on the answer documents.*

### **□ QUESTIONS 32 THROUGH 61**

**SAY** Open your books to Part 2 of Science.

**For grade 4**

**SAY** Find Page 120. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**For grade 5**

**SAY** Find Page 122. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read **all** of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 2.

**You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.**

**Are there any questions?**

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 47 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**You may begin.**

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 47 MINUTES:

RECORD THE  
STOPPING TIME:

+ 47

*At the stopping time,*



**Stop. This is the end of Science, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

## Directions for Administering Social Studies

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY** Open your test books to Social Studies.

**For grade 4**

**SAY** Find Page 139.

**For grade 5**

**SAY** Find Page 143.

Be sure to stay on the pages that say “Social Studies” at the bottom of the page.

Now find the Social Studies section on your answer sheets.

**SAY** We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Social Studies section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Now do Sample A on the first page of the Social Studies test. Mark your answer for Sample A on your answer sheet in the shaded box on the Social Studies section.  
Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*Discuss Sample A with the students after they have had time to complete it. For grade 4 the correct answer is choice C. For grade 5 the correct answer is choice B.*

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Sample A for  
Grade 4

**Directions** Use the map below to answer the following question.

The World



**Sample A** Which number on the map marks Australia?

- A 1
- B 2
- C 3

Sample A for  
Grade 5

**Directions** Use the map below to answer Sample A.

Some Cities in the Western United States



**Sample A** Which of these cities is located at about 34°N and 118°W?

- A Reno
- B Los Angeles
- C Denver

Proceed to the next section  
if **all** students complete a  
timed section early.



**PART 1**

Grades 4–5 — 47 minutes

SOCIAL STUDIES  
GRADES 4 & 5☐ **QUESTIONS 1 THROUGH 31**

Now you will do Numbers 1 through 31 in Part 1 of Social Studies.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Social Studies, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Social Studies and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 47 minutes to do Social Studies, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*

**RECORD THE  
STARTING TIME:****ADD 47 MINUTES:****RECORD THE  
STOPPING TIME:****+ 47**

*At the stopping time,*



Stop. This is the end of Social Studies, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

**PART 2**

Grades 4–5 — 45 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure students' names are on the test books and version numbers are bubbled on the answer documents.*

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At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

□ QUESTIONS 32 THROUGH 61

**SAY** Open your books to Part 2 of Social Studies.

**For grade 4**

**SAY** Find Page 160. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**For grade 5**

**SAY** Find Page 166. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Social Studies, Part 2.

You may go over Part 2 to check your answers, but do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 45 minutes to do Social Studies, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 45 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 45

\_\_\_\_\_

\_\_\_\_\_

*At the stopping time,*

**SAY** Stop. This is the end of Social Studies, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

# Test Directions for Grades 6–8



**Pages 56–76 should be used for administering the test to students in grades 6, 7, and 8.**

# TCAP Modified Academic Achievement Standards Test Administration Time Grades 6, 7, and 8

Tests should be administered according to the specific directions, except as required for students with accommodations.

The time limits are generous and allow most students time to finish.

ACTIVITY/TEST	TESTING TIME
<input type="checkbox"/> Fill In Student Accountability Demographic Information	
<input type="checkbox"/> Before beginning the test, make sure students put their names on their test books and make sure they bubble the <u>version number</u> on their answer documents.	
<input type="checkbox"/> Reading/Language Arts, Part 1	76 minutes
<i>Break</i>	
<input type="checkbox"/> Reading/Language Arts, Part 2	74 minutes
<input type="checkbox"/> Mathematics, Part 1	47 minutes
<i>Break</i>	
<input type="checkbox"/> Mathematics, Part 2	46 minutes
<input type="checkbox"/> Science, Part 1	48 minutes
<i>Break</i>	
<input type="checkbox"/> Science, Part 2	47 minutes
<input type="checkbox"/> Social Studies, Part 1	47 minutes
<i>Break</i>	
<input type="checkbox"/> Social Studies, Part 2	45 minutes

# Reading/Language Arts Grades 6–8

Grades 6, 7, and 8

Part 1—76 minutes

Part 2—74 minutes

## Directions for Administering Reading/Language Arts

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY** Open your test books to Page 1 in Reading/Language Arts. Be sure to stay on the pages that say “Reading/Language Arts” at the bottom of the page.

Find the Reading/Language Arts section on your answer sheet.

**SAY** We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Reading/Language Arts section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

### ☐ SAMPLE A

**SAY** Read the Directions and the Sample Passage on Page 1 of the Reading/Language Arts test. Then do Sample A. Mark your answer for Sample A on your answer sheet in the shaded box of the Reading/Language Arts section. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*Discuss Sample A with the students after they have had time to complete it. The correct answer is choice C.*

*Sample A for  
Grades 6, 7,  
and 8*

**Directions** Read the first paragraph from a passage. Then answer Sample A.

**Sample Passage**

**What's in a Name?**

- 1 Names are important to people. Some people are so proud of their names that they name their children after themselves. Did you know that boxer George Foreman named all five of his sons George Foreman? Even though some people love the names they were given, other people prefer to change their names. Changing names is nothing new. As a writer, Samuel Clemens called himself Mark Twain. The well-known comedian Whoopi Goldberg, who has also starred in television shows and movies, was originally named Caryn Johnson. So what's in a name?

**Sample A** Why does the author begin this passage by discussing famous people?

- A** to tell readers the reason why people change their names
- B** to interest readers in the topic of names
- C** to entertain readers with stories about how some children got their names

☐ **SAMPLES B AND C — Grades 6–8**

**SAY**

Turn the page in your test books. Then read the Directions and do Samples B and C. Stop when you have finished Samples B and C.

*Give students time to answer Samples B and C.*

*Do not read the samples aloud.*

*Discuss Samples B and C with the students after they have had time to complete them. The correct answer for Sample B is choice G and the correct answer for Sample C is choice A.*

**Directions** A student wrote this paragraph. It contains mistakes. Read the paragraph and answer Sample B and Sample C.

(1) Last summer, my family and I went on a wonderful trip.  
(2) Have you ever spent your summer vacation in the city?  
(3) We left the busy city to camp at a nice lake in the woods.  
(4) After a long drive, arriving at the perfect spot. (5) We put up the tent and looked around the area. (6) Then we spent the whole week swimming, fishing, hiking, and laughing. (7) That vacation was the best one I have ever had!

**Sample B** Read Sentence 4.

After a long drive, arriving at the perfect spot.

Choose the correct way to revise this incomplete sentence.

- F Arriving at the perfect spot after a long drive.
- G After a long drive, we arrived at the perfect spot.
- H We arriving at the perfect spot after a long drive.

**Sample C** Which sentence does not belong in the paragraph?

- A Sentence 2
- B Sentence 3
- C Sentence 5

*Samples B and C for Grades 6, 7, and 8*

## PART 1

Grades 6–8 — 76 minutes

### □ QUESTIONS 1 THROUGH 37

**SAY**

Now you will do Numbers 1 through 37 in Part 1 of Reading/Language Arts.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Reading/Language Arts, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Reading/Language Arts and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY**

You will have 76 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Proceed to the next section if all students complete a timed section early.

**SAY** Look at the next page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*



RECORD THE  
STARTING TIME:

\_\_\_\_\_

ADD 76 MINUTES:

+ 76

\_\_\_\_\_

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

*At the stopping time,*

**SAY** Stop. This is the end of Reading/Language Arts, Part 1. We will take a break now.

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

## PART 2

Grades 6–8 — 74 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure the students' names are on the test books and version numbers are bubbled on the answer documents.*

### □ QUESTIONS 38 THROUGH 73

**SAY** Open your books to Part 2 of Reading/Language Arts.

**For grade 6**

**SAY** Find Page 34.

**For grade 7 and grade 8**

**SAY** Find Page 30.

**Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

**SAY** Now you will do Numbers 38 through 73. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

**SAY** You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.



Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY**

**You will have 74 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

**You may begin.**

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 74 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 74**

*At the stopping time,*

**SAY**

**Stop. This is the end of Reading/Language Arts, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

**READING/  
LANGUAGE ARTS  
GRADES 6, 7, & 8**

**At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.**

# Mathematics Grades 6–8

Grades 6, 7, and 8

Part 1—47 minutes

Part 2—46 minutes

## Directions for Administering Mathematics

The use of approved calculators is permissible on the mathematics content area of the MAAS as per system policy. If you have questions about the calculator policy, contact the testing coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Rulers are not used for grades 6–8.

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents. Each student should have scratch paper and a calculator (as per system policy) before the test materials are distributed. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Open your test books to Mathematics.

**For grade 6**

**SAY** Find Page 65.

**For grade 7**

**SAY** Find Page 55.

**For grade 8**

**SAY** Find Page 59.

Be sure to stay on the pages that say “Mathematics” at the bottom of the page.

Now find the Mathematics section on your answer sheets.

**SAY** Put your name on the extra paper I gave you. You may use the extra paper to work the mathematics problems. Remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may ask you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Mathematics section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

□ SAMPLES A AND B — Grades 6–8

**SAY**

Do Samples A and B, beginning on the first page of the Mathematics test. Mark your answers for Samples A and B on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.

*Give students time to answer Samples A and B.*

*Do not read the samples aloud.*

*Discuss Samples A and B with the students after they have had time to complete them. For Grade 6 the correct answer for Sample A is C and the correct answer for Sample B is choice H.*

MATHEMATICS  
GRADES 6, 7, & 8

**Directions** Work Samples A and B.

**Sample A** Solve:  $\frac{3}{4} \div \frac{1}{3} =$

A  $\frac{1}{4}$

B  $1\frac{1}{2}$

C  $2\frac{1}{4}$

**Sample B**



Steve spent about \$10.00 on two sale items. Which two sale items have a total cost of about \$10.00?

- F clay and glue
- G glitter and clay
- H glitter and paint

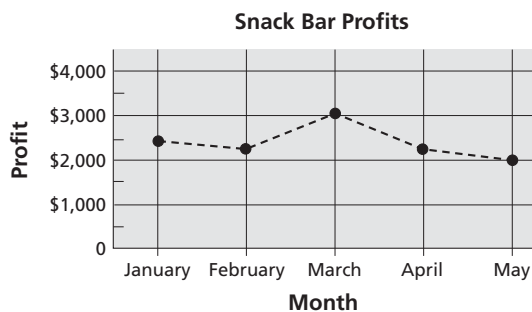
*Samples A and  
B for Grade 6*

For Grade 7 the correct answer for Sample A is choice C and the correct answer for Sample B is choice F.

**Directions**

Work Samples A and B.

**Sample A**



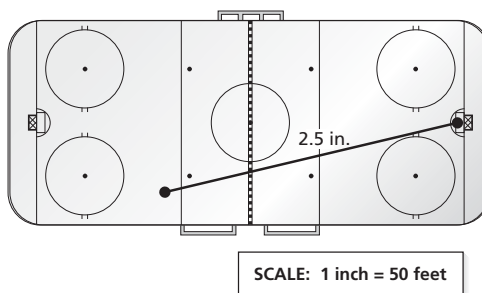
This graph shows the profits of the snack bar at a movie theater for the months of January through May. Based on the graph, which of these statements is true?

- A There were fewer movies shown in April than in May.
- B The snack bar made less money in February than in May.
- C The snack bar made more money in March than in January.

*Samples A and B for Grade 7*

**Sample B**

The 2.5-inch line segment on the scale drawing below represents a shot Randy made at a hockey rink.



Each inch on the scale drawing represents 50 feet on the actual hockey rink. What was the actual length of Randy's shot?

- F 125 feet
- G 137.5 feet
- H 150 feet

For Grade 8 the correct answer for Sample A is choice C and the correct answer for Sample B is choice G.

**Directions** Work Samples A and B.

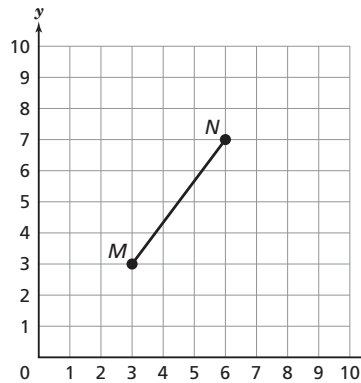
**Sample A** Which equation represents a linear function?

**A**  $y = x^2 + 2$

**B**  $y = 2^x$

**C**  $y = 2x$

**Sample B** Line Segment  $MN$  is shown on the grid below.



What is the length of Line Segment  $MN$ ?

**F** 4 units

**G** 5 units

**H** 7 units

*Samples A  
and B  
for Grade 8*

□ **QUESTIONS 1 THROUGH 31**



Now you will do Numbers 1 through 31 in Part 1 of Mathematics.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Mathematics, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Mathematics and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 47 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Look at the next page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*



**RECORD THE  
STARTING TIME:**

**ADD 47 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_ + 47 \_\_\_\_\_

*At the stopping time,*



Stop. This is the end of Mathematics, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

Proceed to the next section if all students complete a timed section early.

*When you begin this testing session, check to be sure that each student has his or her own test book, answer sheet, calculator (as per system policy), and scratch paper.*

*Before collecting the tests, make sure the students' names are on the test books and version numbers are bubbled on the answer documents.*

□ **QUESTIONS 32 THROUGH 61**

**SAY** Open your books to Part 2 of Mathematics.

**For grade 6**

**SAY** Find Page 88.

**For grade 7**

**SAY** Find Page 78.

**For grade 8**

**SAY** Find Page 82.

Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 46 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 46 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_

**+ 46**

\_\_\_\_\_

\_\_\_\_\_

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

*At the stopping time,*



**Stop. This is the end of Mathematics, Part 2.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**DO NOT put extra paper in your test books or answer sheets.**

*Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*



**Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*



## Directions for Administering Science

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY** Open your test books to Science.

**For grade 6**

**SAY** Find Page 107.

**For grade 7**

**SAY** Find Page 97.

**For grade 8**

**SAY** Find Page 103.

Be sure to stay on the pages that say “Science” at the bottom of the page.

Now find the Science section on your answer sheets.

**SAY** We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Science section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Now do Sample A on the first page of the Science test. Mark your answer for Sample A on your answer sheet in the shaded box of the Science section. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

*Do not read the sample aloud.*

*Discuss Sample A with the students after they have had time to complete it.*

*For Grade 6 the correct answer for Sample A is choice C.*

*For Grade 7 and 8 the correct answer for Sample A is choice B.*

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

*Sample A for  
Grade 6*

**Directions** Read the sample and mark the correct answer.

**Sample A** A student wants to know if iron nails will form more rust in salt water than in tap water.

Which experiment would best answer this question?

- A** place two nails in the same jar of tap water
- B** place two nails in a jar of cold salt water
- C** place one nail in a jar of tap water and one nail in a jar of salt water

*Sample A  
for Grades 7  
and 8*

**Directions** Read the sample and mark the correct answer.

**Sample A** During an investigation, a student combines two different liquids and heats the mixture to its boiling point. In which of these should the student mix the liquids?

- A** thermometer
- B** beaker
- C** ruler

**PART 1**

Grades 6–8 — 48 minutes

SCIENCE  
GRADES 6, 7, & 8**QUESTIONS 1 THROUGH 31**

Now you will do Numbers 1 through 31 in Part 1 of Science.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Science, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 48 minutes to do Science, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*

**RECORD THE  
STARTING TIME:****ADD 48 MINUTES:****RECORD THE  
STOPPING TIME:****+ 48**

*At the stopping time,*



Stop. This is the end of Science, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

**PART 2**

Grades 6–8 — 47 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure students’ names are on the test books and version numbers are bubbled on the answer documents.*

Proceed to the next section if all students complete a timed section early.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

□ QUESTIONS 32 THROUGH 61

**SAY** Open your books to Part 2 of Science.

**For grade 6**

**SAY** Find Page 128.

**For grade 7**

**SAY** Find Page 122.

**For grade 8**

**SAY** Find Page 124.

Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Science, Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 47 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 47 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 47

\_\_\_\_\_

*At the stopping time,*

**SAY** Stop. This is the end of Science, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

## Directions for Administering Social Studies

*Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.*

*Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.*

**Very Important:** *Before testing begins, make sure the correct version number is bubbled on the answer documents.*

**SAY** Open your test books to Social Studies.

**For grade 6**

**SAY** Find Page 147.

**For grade 7**

**SAY** Find Page 141.

**For grade 8**

**SAY** Find Page 145.

Be sure to stay on the pages that say “Social Studies” at the bottom of the page.

Now find the Social Studies section on your answer sheets.

**SAY** We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Social Studies section of the answer document.

Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Now do Sample A on the first page of the Social Studies test. Mark your answer for Sample A on the answer sheet in the shaded box of the Social Studies section. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

Do not read the sample aloud.

*Discuss Sample A with the students after they have had time to complete it. For Grade 6 the correct answer for Sample A is choice B. For Grade 7 and 8 the correct answer for Sample A is choice C.*

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Sample A for  
Grade 6

**Directions** Use the map below to answer Sample A.

Some Cities in the Western United States



**Sample A** Which of these cities is located at about 34°N and 118°W?

- A Reno
- B Los Angeles
- C Denver

Sample A for  
Grades 7 and  
and 8

**Directions** Study the map of the world. Then answer Sample A.

The World



**Sample A** Which of these cities is located nearest the North Pole?

- A Nairobi
- B Dakar
- C Barrow

Proceed to the next section  
if all students complete a  
timed section early.

**PART 1**

Grades 6–8 — 47 minutes

**SOCIAL STUDIES**  
**GRADES 6, 7, & 8**☐ **QUESTIONS 1 THROUGH 31**

Now you will do Numbers 1 through 31 in Part 1 of Social Studies.

Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Social Studies, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Social Studies and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



You will have 47 minutes to do Social Studies, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page in your test books. You may begin.

*Record the starting and stopping times for Part 1.*

**RECORD THE  
STARTING TIME:****ADD 47 MINUTES:****RECORD THE  
STOPPING TIME:****+ 47**

*At the stopping time,*



Stop. This is the end of Social Studies, Part 1. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*At the stopping time, have the students close their books and take a short break.*

**PART 2**

Grades 6–8 — 45 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

*Before collecting the tests, make sure students' names are on test books and version numbers are bubbled on the answer documents.*

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□ QUESTIONS 32 THROUGH 61

**SAY** Open your books to Part 2 of Social Studies.

**For grade 6**

**SAY** Find Page 166.

**For grade 7**

**SAY** Find Page 162.

**For grade 8**

**SAY** Find Page 166.

Make sure you are on the correct page in your test books and the correct number on your answer sheets.

**SAY** Now you will do Numbers 32 through 61. Read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Social Studies, Part 2.

**SAY** You may go over Part 2 to check your answers, but do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 45 minutes to do Social Studies, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 45 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 45**

*At the stopping time,*

**SAY** Stop. This is the end of Social Studies, Part 2.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

*Ask students to put their names on their test books and to bubble their version numbers on the answer documents.*

*If this is the end of the testing session, collect all test materials.*

*Return all test materials to the building test coordinator immediately after the testing session.*

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.



**STEP****8**

## Assemble Materials for Return to Testing Coordinator

Sort and store unused materials per instructions from your Testing Coordinator.

- ☐ After your testing is complete, check students' answer sheets to ensure that
  - A) the version number has been bubbled on all answer documents from the test booklet. If the version number has not been labeled, DO NOT TRY TO DETERMINE THE VERSION. Contact your testing coordinator who will contact the Office of Assessment, Evaluation, and Research.
  - B) all punch-out rulers (Grades 3–5 only), scratch paper, and markers have been removed from the test booklet and answer sheets. Punch-out rulers and markers should not be returned to the state with the testing materials.
  - C) all student accountability demographic information is complete and correct. This information is used to verify student identity when other information is insufficient.
- ☐ Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
  - A) scratch paper, signed by students
  - B) list of absentees (do not send to the state)
  - C) used answer sheets (answer sheets should be stacked with demographic grids face up and cut corners aligned at upper right side)
  - D) modified format tests and transcribed answer documents
  - E) other used and unused test materials
    - (1) used test books, including those marked with student names and/or stray marks
    - (2) unused answer sheets and test books
  - F) *Teacher Directions*
  - G) materials with manufacturing defects (notify the Building Testing Coordinator)

**NOTE:** PUNCH-OUT RULERS (Grades 3–5 only) SHOULD NOT BE RETURNED TO THE STATE. CHECK TO BE SURE THAT THERE ARE NO RULERS OR SCRATCH PAPER IN THE TEST BOOKS AND ANSWER SHEETS.











Return these materials to the  
TRICOR Logistics Center.

**Pearson**  
2510 North Dodge Street  
Iowa City, IA 52245  
**PEARSON**



TN00002907